**SANDY BEACH PUBLIC SCHOOL**

**LIBRARY PROGRAM**

**STAGE 1**

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| **TERM** | **KINDERS**  **Overview** |
| **1** | * Orientation to the library * Terms borrow and return * Care for books * Understand requirements for Term 1-routine each week |

**KINDER**

**Program**

**Weeks 1-3**

* Organise library folder for the year- Front page -plain sheet with students name clearly identified,

Library folder and the class name in the bottom corner.

* Set up PRC reading record list to be updated each week at the beginning of library.
* Revise BLIPA- Choose books that they will enjoy using BLIPA strategy to borrow (Lib)
* Revision of catalogue entry standards-Author surname first, No articles entered i.e, no A, An, The
* With a student logged on-revise how to enter “My Library” through their portal and introduce the term “u drive” to students
* Ask the student logged on to demonstrate how to find their “u drive” (You save in your U drive-it’s yours)

**Weeks 4-6**

* Introduce the new SBPS website and explore the basics demonstrating what is available
* Introduce the [**SBPS Library 4 Lifelong Learning** Weblinks](https://sites.google.com/site/sbpslibraryweblinks/)-Virtual Library 24/7 and how to use the search function in the top right hand corner to find things of interest on that site.
* Enjoy more lengthy and challenging stories (RS3.5)
* Remind students to use their “u drive” to save their work to.
* Select one book that the student has enjoyed and write a persuasive argument to convince other students to read the book. (RS3.6)
* This writing needs to be edited by reading it out aloud to self and another before the teacher checks. When editing refer to dictionary and /or a thesaurus when required. Know how to use a dictionary and thesaurus correctly (RS3.6) Assist any students who are unsure at the point of need.
* Once the teacher checks that the work is ready for publishing the student can go to the computer and start entering their writing into Word- saving it into their U drive.
* Model [searching on PRC site](https://products.schools.nsw.edu.au/prc/booklist/home.html) for books that the kids might like to read and then select a few students to demonstrate their understandings on IWB. Students then conduct their own searches as needed throughout the duration of the challenge.

**Weeks 7-11 (moving in 10 and 11 may interrupt)**

* Investigate various [search engines for kids](http://www.sandybeach-p.schools.nsw.edu.au/sws/edit/1646967.node)
* Students are to continue preparing their persuasive blog post until it is ready to post to [Read This Book-You Just Must.](https://www.det.nsw.edu.au/blog/836923-readthisbookyoujustmust/)
* They may choose to illustrate something to enhance their blog post. They need to take a digital photo, upload it and ensure that it is a jpg no more than 7mb. They may wish to create a digital drawing, picture, word art to add instead. I would encourage them to only choose per post.
* Students explore and discuss blogging rules before commencing blogging. [Arncliffe](http://arncliffeps.edublogs.org/blogging-rules/) [CNPS2’s](http://cnps2.edublogs.org/blogging-rules/) [Bud’s](http://www.budtheteacher.com/wiki/index.php?title=Blogging_Rules) Which 3 MOST important?
* Students investigate [support materials](https://detwww.det.nsw.edu.au/it/learnsyssupport/bloged/studentguides.htm) in preparation for commencing their own blogs.